DOCUMENT RESUME

ED 027 847 HE 000 665

Investment in Opportunity. The Importance of Voluntary Support to Predominantly Negro Public Colleges.
National Association of State Universities and Land Grant Colleges, Washington, D.C.
Pub Date [67]
Note-24p.
EDRS Price MF-$0.25 HC-$1.30
Descriptors-Educational Finance, *Educational Opportunities, *Financial Needs, *Higher Education, *Low Income Groups, *Negro Institutions, Private Financial Support, State Universities

The 35 predominantly Negro public colleges and universities in the US receive an average of less than 17 of their income from private sources. Since public institutions are excluded from the United Negro College Fund, these colleges depend on state governments, tuition and student fees, auxiliary enterprises such as dormitories and bookstores, and the federal government. Altogether, the 35 institutions award approximately 10,000 bachelors and 1,300 master's degrees a year, one half of which are in education and an increasing number in business and science. These public institutions have now reached a critical stage, brought on by chronic shortages of funds and rising student enrollments. Growth at the freshman level is outpacing many other state and land-grant institutions. The average family income of these students is $3,300 a year, and they can barely afford current tuition rates. Almost 90% of their families earn less than $6,000 per year in contrast to the national median among college students of $9,500. State governments, increasingly pressed by new educational demands, are decreasing their contribution to operating funds of these colleges and universities. Increased private support would enable these institutions to raise faculty salaries, support advanced study for faculty members, attract and retain top scholars, increase scholarship and loan funds, modernize their facilities, and upgrade some of their programs. (WM)

ED 027847

Investment in opportunity

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

the importance of voluntary support to predominantly negro public colleges

VT 001 685

INVESTMENT IN OPPORTUNITY

INTRODUCTION

This statement has been published to call attention to the importance of voluntary support to the nation's predominantly Negro *public* colleges and universities.

It was prepared by the Office of Institutional Research of the National Association of State Universities and Land-Grant Colleges. The statement is jointly sponsored by the Association's Committees on Voluntary Support and Educational Opportunities for Minority Groups in cooperation with the American Association of State Colleges and Universities.

Publication of this statement was made possible by a grant from The S & H Foundation, Inc. The Associations express appreciation to the Foundation for its financing of this publication and for its continued interest in and support of higher education.

"Investment in Opportunity" is not copyrighted and may be quoted and reproduced without permission. Information in this booklet was obtained primarily from questionnaires circulated by the Office of Institutional Research. Not all institutions responded in all cases and some projections have been made on the basis of responses from representative institutions. Figures were also obtained from surveys by the U. S. Office of Education and the Council for Financial Aid to Education, Inc. Questions or comments about the booklet would be welcomed by the Association's Office of Institutional Research, 1785 Massachusetts Avenue, N.W., Washington, D.C. 20036.

For further information on the importance of increased private support to the nation's predominantly Negro public colleges or for additional copies of this booklet contact

Dr. Herman B. Smith, Jr., Director
OFFICE FOR THE ADVANCEMENT OF PUBLIC NEGRO COLLEGES
NATIONAL ASSOCIATION OF STATE UNIVERSITIES AND LAND-GRANT COLLEGES
P.O. Box 6042
Atlanta, Georgia 30308

A MAJOR NATIONAL ASSET . . . .

The nation's 35 predominantly Negro public colleges today enroll nearly 90,000 students. *More than two-thirds of all students in Negro colleges* and about one-third of Negro students in all of higher education attend these institutions.

If it weren't for public Negro colleges, which often provided *education unavailable elsewhere,* the entire nation would have suffered an incalculable talent loss. These colleges are a major national asset making significant contributions to our society.

- Their *alumni* are found in prominent positions throughout the country. They include scores of doctors, lawyers, college presidents and faculty members, army officers, government officials, ministers, and other community leaders. Alumni have been reported in management or professional staff positions in many major corporations. The many teachers produced by these schools are a key to the future of Negro youths throughout the country.

- Public Negro colleges represent a tremendous *source of scarce talent,* especially for business and industry. Every year approximately 10,000 of their students receive bachelors degrees and another 1,300 receive masters degrees. The largest share is in education, but the colleges are increasingly training youths of *all* races for *new job opportunities.* One-fifth of their students are now majoring in business and science fields.

- Through *service programs,* the reach of these institutions has been extended *beyond the campus.* Almost all are helping expand educational opportunities by conducting remedial and adult education programs. In addition they are working in many ways to better interracial understanding and community relations.

Public Negro colleges have reached a critical point in their history. Never have the opportunities been greater for their students. Never have the colleges been so eager to respond. *Increased private support would enable them to expand their role as "opportunity colleges" in significant ways.*

YIELDING UNPARALLELED DIVIDENDS IN EDUCATIONAL

DESERVING A MAJOR NATIONAL INVESTMENT

Despite their many contributions to society, these institutions are the "forgotten colleges" when it comes to private support. *Because public institutions are not included in the United Negro College Fund, they are cut off from this major source of corporate and foundation support.* Almost all of their revenue comes from state and student sources. Less than one percent of their total income comes from private sources. More than half of the colleges reported *no* private income at all in 1965-66.

Like other public institutions, traditionally Negro colleges need extra funds from private sources to enable them to do things that cannot be done with state funds and other regular sources of income. *There are many areas in which private gifts and grants can make a vital difference in the operation of these institutions.* A few such opportunities for investment follow:

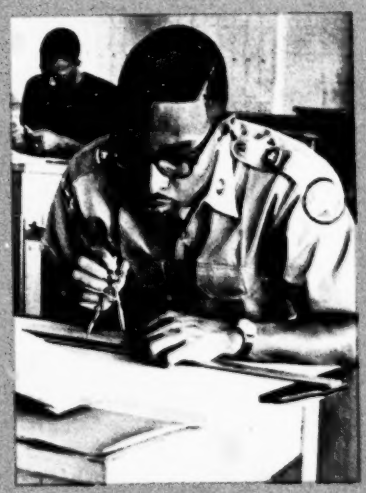
- *Faculty Improvement.* Low faculty salaries at public Negro colleges hamper their efforts to assemble high-caliber staffs. To recruit faculty, *they must compete not only with other public and/or Negro four-year colleges, but also with many higher-paying major universities which are eager to add Negroes to their staffs.* Furthermore, public Negro colleges lack endowed chairs to use as an aid in attracting and retaining outstanding faculty members. They also need funds to enable faculty members to participate in advanced study, refresher courses, and other professional activities.

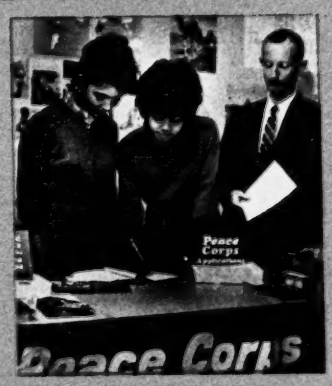
- *Student Assistance.* Of all students in the country, those attending public Negro colleges are the least able to keep up with the rising cost of higher education. *Their families have an average income of only $3,300 a year, compared to a national median among college students of $9,500.* The institutions' greatest need is for additional financial aid funds to help students meet their college bills. They also need support for remedial, guidance, and cultural enrichment programs.

- In addition, these colleges need support for *modernizing facilities and equipment, strengthening their libraries, stimulating research, upgrading their professional schools and programs, and conducting needed planning and evaluation studies.*

Helping Negro public colleges extend educational opportunities in an era of new opportunities is an investment that will yield unparalleled dividends at a crucial time in our history.

OPPORTUNITY




Peace
Corps

Investment in Opportunity

The Importance of Voluntary Support to Predominantly Negro Public Colleges

For the Negro college graduate, this is a period of opportunity. No longer need his sights be lowered. Ability is increasingly overshadowing race, and new opportunities appear daily. Careers that seemed beyond his reach ten years ago are seeking him out today.

For the 300,000 Negro college students in the nation, times are especially promising. While unemployment among unskilled Negroes is severe and job discrimination still crops up, educated Negroes are being wooed from all sides. Industry, government, education, graduate schools, and community service organizations are all competing for their talent. As shortages of skilled manpower increase, the demand for Negro college graduates will grow.

This booklet focuses on 35 colleges and universities which have for many years provided the major source of educational opportunity beyond the high school for thousands of Negro youths. These 35 colleges and universities are all *public*, predominantly Negro institutions.* They are located primarily in Southern or border states, but they enroll students from all parts of the country. They have made significant contributions to the entire nation. *Today they enroll more than two-thirds of all students in Negro colleges and are growing rapidly.*

These institutions represent a unique *investment in opportunity*. They are at a critical point in their history. Although the states have historically provided their major support, these institutions now need a massive increase in financing, including major amounts of private funds, to play a special role in American higher education.

Never have the opportunities been greater for students at these colleges. Never have the colleges been so eager to respond. Increased private support would enable them to expand their role as "opportunity colleges" in significant ways.

Before we were educating Negroes to compete in a Negro society. Now the aspirations of our students have risen with the increase in economic opportunity and we must change our approach to meet this problem.

Lewis C. Dowdy, President, North Carolina Agricultural & Technical State University

---

* These institutions are sometimes referred to as "traditionally" or "historically" Negro. A list of the 35 institutions appears on the inside back cover.

THE FUTURE: OPPORTUNITY FOR ALL

The future of these colleges lies beyond serving only one race. As predominantly white institutions have been integrated, so have predominantly Negro institutions. Nearly all enroll white students and have white faculty members. Several are becoming predominantly white. Like all other public colleges and universities, Negro institutions are facing up to the challenge of providing low-cost, high-quality education to students of all races.

Nonetheless, any reasonable estimate of the speed of desegregation indicates that most of these institutions will continue to enroll large majorities of Negro students for at least the immediate future. Much more must be done to equalize educational opportunities at all levels before all Negro students will have the option of entering any institution in the country.

Furthermore, Negro students, like white students, look on their college experience as a social as well as academic opportunity. This continues to make the predominantly Negro institutions especially attractive to them. Moreover, in these colleges students find opportunities and experiences that could not be duplicated elsewhere.

In the future, the Negro public college will doubtless change. But it will not die. It has a vital role to play in extending educational opportunity.

A STRONG FOUNDATION

Among Negro colleges, just as among other institutions, quality varies. Nonetheless, the potential and contributions of these institutions are too often overlooked. Like all institutions, public Negro colleges have weaknesses and problems which they are striving to overcome. Despite chronic fund shortages, they also have a strong foundation on which to base the educational opportunities they offer.

What are some of the strengths of these colleges?

- **Accreditation.** All 17 historically Negro institutions in the National Association of State Universities and Land-Grant Colleges are accredited. In fact, all but one of the 35 Negro public institutions are accredited. This means that they meet certain minimum standards.

- **Size.** The average enrollment at these colleges is 2,557 students. Six institutions enroll fewer than 1,000 students and six enroll more than 4,000. They therefore offer their students many of the advan-

tages found only on larger campuses, such as a wider selection of courses and instructors, a broader extracurricular program, and extensive library, laboratory, and other learning facilities. At the same time they make special efforts to give their students personal faculty and administrative attention.

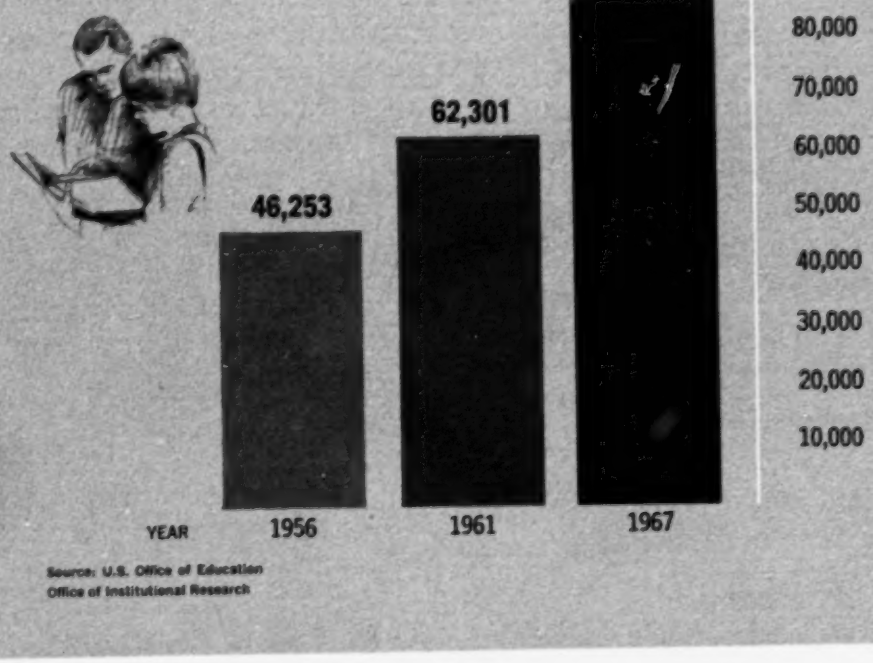
• **Growth.** These institutions are attractive to students. Despite a relative shortage of resources, public Negro colleges have almost doubled their enrollment between 1956 and 1967. (See Chart A) Growth at the freshman level is actually outpacing many other state and land-grant institutions. *Approximately one-third of all Negro students attending college are enrolled in predominantly Negro public institutions.*

• **Faculty.** Although more good faculty members are badly needed, these institutions already have on their staffs significant numbers who have won national fellowships and who have been exposed first-hand to careers in government, industry, and other areas. They also have a growing number of faculty members with Ph.D.'s.

• **Students.** Many students at these colleges show outstanding ability and desire to profit from higher education. They generally achieve more—both in college and in their careers—than their scores as prospective freshmen on standardized national tests would indicate.

CHART A

NEGRO PUBLIC INSTITUTIONS ARE GROWING RAPIDLY



Source: U.S. Office of Education
Office of Institutional Research

In 1966, 17 institutions reported enrolling 902 freshmen who were high school valedictorians or salutatorians. Significant percentages of freshmen ranked in the top tenth of their high school classes. Almost all institutions said that more than half of their freshmen ranked in the top half of their high school classes.

• **Forward-looking Programs.** Ten years ago, two-thirds of all bachelors degrees awarded by these colleges were in education fields. Today, although the number of education degrees has grown, they represent only half of the total. Expanding opportunities in other fields have attracted more students. *Fully 20 percent of the students are now majoring in business and science fields.* (See Chart B)

Degrees in mathematics, for example, rose 124.5 percent over the ten-year period while degrees in education went up only 11.8 percent. Degrees in health profession fields rose 95.4 percent. Degrees in social science increased 79 percent. And degrees in business and commerce have gone up 78.5 percent. At the same time, the total number of bachelors degrees awarded by these colleges has risen 45 percent.

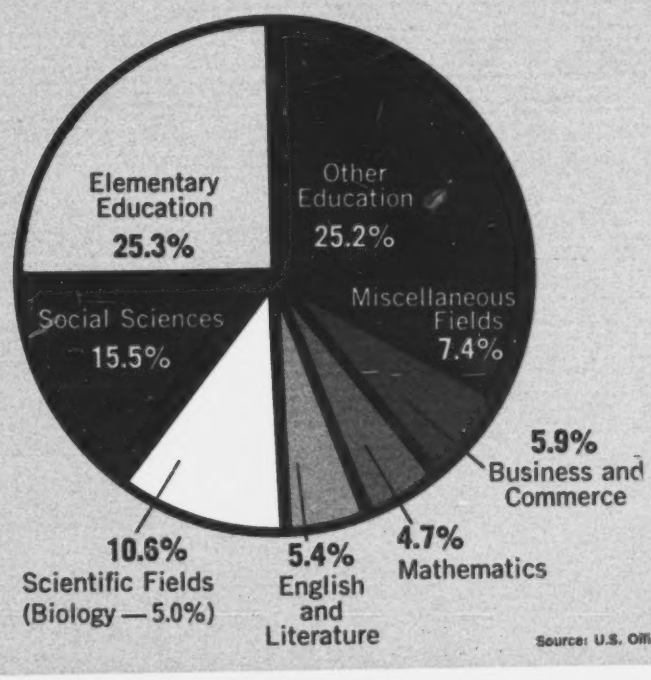
Altogether, the 35 public Negro colleges award approximately 10,000 bachelors and 1,300 masters degrees annually. While teaching continues to dominate, other fields are also making significant showings. At a time when college students nationally are reported to be questioning careers in business and industry, hundreds of students at these institutions are earning degrees in these areas. Many others may be preparing to enter business from other fields such as mathematics and engineering.

The Negro public colleges are trying hard to provide their students with relevant resources and experiences. For example, Delaware State College boasts of an undergraduate science center which includes an astronomical observatory, computer science laboratory, nuclear radiation, and educational television.

Several institutions are working with potential employers. Southern University has enabled many of its students to carry out internships with industry and with governmental scientific installations. Tennessee A & I State University has a cooperative work-study program for its engineering students. For two years they alternate a quarter of paid em-

CHART B

10,000 BACHELORS DEGREES AWARDED ANNUALLY



Source: U.S. Office of Education Figures for 1965-66

ployment with a quarter of on-campus study. And Grambling College conducts an "apprentice" program to provide business administration majors with on-the-job and related experiences in nearby Louisiana cities.

In education, too, the Negro colleges are dealing with the problems of the day. Coppin State College in Baltimore, for example, is training teachers for inner-city schools, which are plagued by critical shortages of qualified manpower. The Norfolk Division of Virginia State College is planning special activities to help solve the educational problems of the city in which it is located.

• **Service Beyond the Campus.** Like other public colleges and universities, these institutions are serving their states and regions in a variety of ways. Above all, they are helping to expand educational opportunities by accepting responsibilities for remedial programs. Several have federally-financed "Upward Bound" programs which are encouraging poverty-level high school youths to enter college. At the pre-school level, others have been involved with "Project Headstart" programs.

In addition, Negro public institutions are working in many ways to better community relations. Simply by being good neighbors and by participating in civic affairs, their students, faculty, and administrators are furthering interracial communication daily.

These colleges are also conducting important adult education, extension, and cultural programs. Virginia State College, for example, is developing a statewide television course on the history of the Negro. It is also carrying out a program of musical enrichment in nearby Negro public schools. North Carolina College's 100-voice mixed choir is in wide demand for appearances throughout the state and region.

Florida A & M University has conducted a federal demonstration project which successfully re-educated more than 100 unemployable adults. Many institutions conduct summer institutes to keep teachers and principals abreast of new ideas and approaches in their fields.

The reach of the Negro public colleges' service programs is, in fact, international. A number of institutions have sponsored Peace Corps training programs. The graduates of these programs have gone on to represent the United States in various service projects overseas.

ALUMNI ACHIEVEMENTS

The strength of these institutions is most visible from their many distinguished alumni who can be found in prominent positions throughout the country.

• **Industry.** Firms employing graduates of these colleges are located throughout the nation. Alumni have been reported in management or professional staff positions in a large number of major corporations.

Placement offices report the growing importance of their institutions to industry. In 1961, only ten industries and government agencies visited Langston University in search of new employees. In 1965, recruiters from 150 concerns came to visit students. Virginia State College reports a similar growth—from fewer than twelve recruiters in 1960

to more than 150 in 1966-67. Most of the firms were from out of the state. Florida A & M University placed more than 100 alumni with business and corporations in 1967. "Industry has been unabashedly courting Florida A & M University graduates," a recent university news release noted.

• **Education.** Many alumni teach. More than one-third of the principals and approximately half of the teachers in the Mississippi public school system, for example, are Jackson State College alumni. Alabama State College can claim 353 school principals in Alabama alone among its alumni. In Baltimore, 157 school administrators are alumni of Morgan State College. The example and encouragement of their teachers can be very important to Negro youths. Building and maintaining quality in teacher training programs of Negro public colleges is therefore a key to upgrading elementary and secondary education, as well as the general employment outlook, especially in the South.

Alumni of these colleges also include scores of doctors, lawyers, college presidents and faculty members, army officers, federal government officials, ministers, and other community leaders. Among them are national figures such as Leontyne Price, Metropolitan Opera star; the late Charles Drew, originator of the Blood Bank; and Whitney Young, Jr., Executive Director of the National Urban League.

If it weren't for Negro public colleges, which often provided education unavailable elsewhere, the entire nation would have suffered a tremendous talent loss. Clearly, we have a great deal to gain in the future by insuring that these institutions continue to provide educational opportunity.

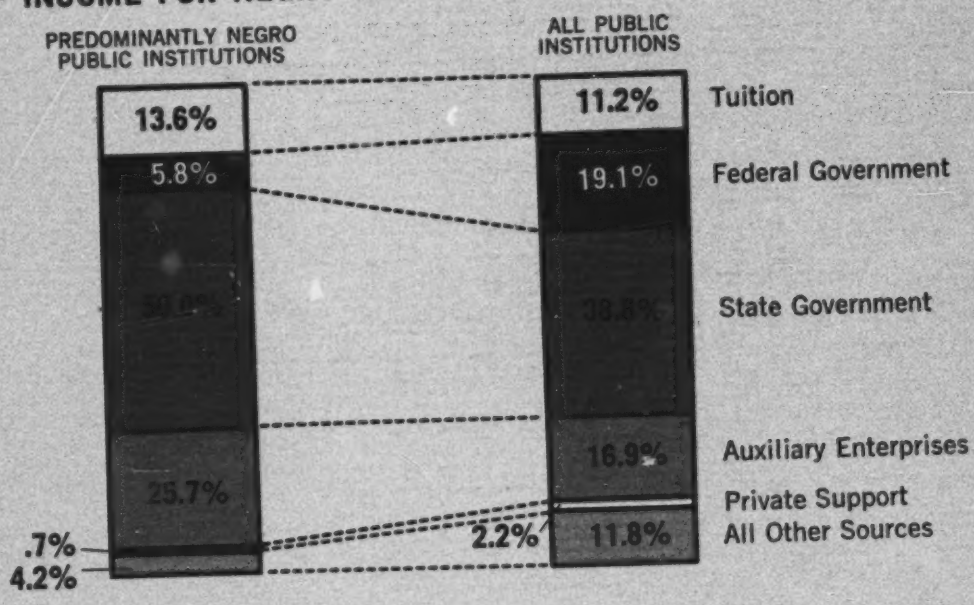
WHERE THE MONEY COMES FROM

Like other colleges and universities, Negro public institutions rely on a combination of income sources. They depend on increases in all of these sources to continue to grow and develop. These institutions have some special problems, however, which add greatly to their need for financial support.

Their major sources of income are, in order, state government, auxiliary enterprises (dormitories, bookstores, etc.), tuition and student fees, and the federal government. (See Chart C)

CHART C

SOURCES OF INCOME FOR NEGRO COLLEGES



Sources: U.S. Office of Education (All public institutions — 1963-64 figures)
OIR Questionnaire (Negro public institutions — 1965-66 figures)

Let's take a closer look at these sources of financing.

(1) **State Support.** Negro public institutions have always relied heavily on state governments for operating funds. Throughout the nation, however, it is getting harder for state governments to provide major amounts of new support for higher education. State treasuries are pressed by demands from higher education and many other worthy agencies. As a result, *the share of public college and university income from state sources is decreasing, even though state dollars for higher education are increasing.*

Institutions which have traditionally been above average in dependence on state support now face the greatest problems. They must develop other sources of funds. Public Negro colleges are responding to this challenge. Many, however, have only recently actively begun to solicit private and federal funds. They need both time and assistance to increase their support from these sources.

Nationally declining state contributions generally lead to increased tuition. Since Negro students are often from low-income groups and have difficulty paying current charges, *raising their tuition to get more money is a severe threat to educational opportunity.*

For years, Negro public institutions in many states received relatively less money than other public colleges and universities. Although most are now getting a fairer share of state appropriations,

it has been hard to overcome a history of neglect. Funds for construction have often been generous but operating funds—especially for salaries and programs—have tended to lag behind. *The Negro public institutions need extra, "catch up" funds to become truly equal in quality.*

With the growing crisis in state finance, many corporations feel they have met their obligation to public higher education through state and local tax payments. Tax policies vary from state to state, but *in general the corporate share of tax payments actually going to public higher education is far less than most corporations realize.* This is especially true in Southern states, where corporate taxes have often been kept very low as an inducement to new industry.

The Negro public institutions in particular receive only negligible tax contributions from corporations. Calculations by a former official of the Council for Financial Aid to Education, Inc., found that *less than one-half of one percent* of the corporate state and local tax dollar goes to current-fund expenses and less than *one-tenth of one percent* goes to plant funds at these institutions. In Alabama, for example, only $535.68 would have gone to Alabama A & M College out of $100,000 paid by a company in state and local taxes.

(2) **Tuition and Student Fees.** It costs a minimum of $1,000 to attend a public Negro college for one year. Median tuition, room, and board charges for 1967-68 were $882. To this, students must add money for books, clothing, travel, laundry, and recreation.

This may seem like a bargain when escalating student budgets have passed $3,600 a year at some Ivy League and other institutions. *For many students at public Negro colleges, however, raising $1,000 a year for four years is an almost impossible task.* Significant numbers, in fact, have to turn down chances to attend their first-choice college because of its higher tuition and expenses. Many have to forego graduate study because they lack funds to continue their education.

Of all the students in this country, those attending Negro public colleges are the least able to keep up with the rising cost of higher education. Their families have lower incomes than families of any other college group. In addition, their families are often large, placing greater stress on already inadequate family budgets. Many students also come

> Income is below average, and even if it matched the average, it would be inadequate. If the traditionally Negro institutions are to provide the quality of education their students require, their basic operating income must be substantially above average.
>
> *The Negro and Higher Education in the South*
> SREB

from homes in which a woman with relatively lower earning power is the head of the household.

Average parental income of students in these colleges is only about $3,300 a year. Nearly 90 percent of their families have incomes below $6,000. In sharp contrast, median family income of all college students in the nation is about $9,500. Less than 20 percent of all students nationally come from families with incomes below $6,000. (See Chart D)

Negro public institutions do not have enough student aid money available to help their students. Every time charges rise, educational opportunity is threatened further. In many cases the institutions are helpless. As labor and food costs rise, room and board rates must follow. Housing loans also present problems. In order to repay a loan, one institution houses four students in dormitory rooms designed for two. If only two students were assigned to a room, rates would become too high for them to pay.

(3) **Federal Support.** Relatively small amounts of federal funds have gone to Negro institutions. Federal higher education programs emphasize grants for research and loans and grants for low-income students. As substantially undergraduate institutions, these colleges have been handicapped in competing for research grants both by staff limitations and by lack of expertise in dealing with federal agencies.

Recent work-study and scholarship programs, as well as the federal programs designed to help "developing" institutions, have benefitted some but not all of these institutions. Many are unable to take full advantage of federal student aid and construction programs because they cannot raise their required "matching" share of the funds for the programs. They also lack funds to carry out necessary planning studies on which to base applications for federal funds.

(4) **Private Support.** Negro public institutions receive an average of *less than one percent* of their income from private sources. More than half reported no private income at all in 1965-66. Nearly 80 percent of the funds received by the remaining

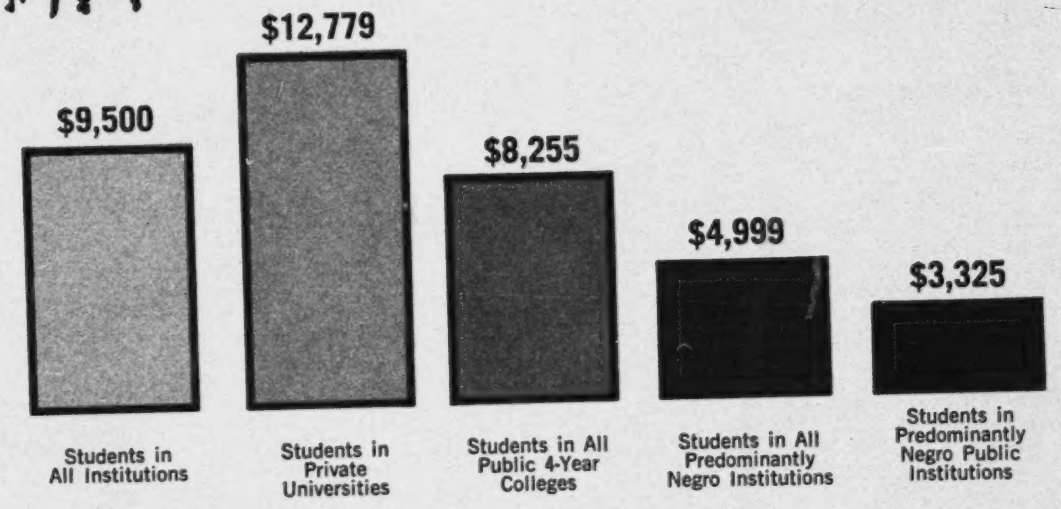
It is disconcerting, but true, that both Federal and private support programs are often most disappointing in their failure to meet the problems of institutions that are most in need of assistance. I refer especially to the predominantly Negro public land-grant college. . . . These public colleges are especially hard hit by the lack of matching funds.

John Oswald, President, University of Kentucky

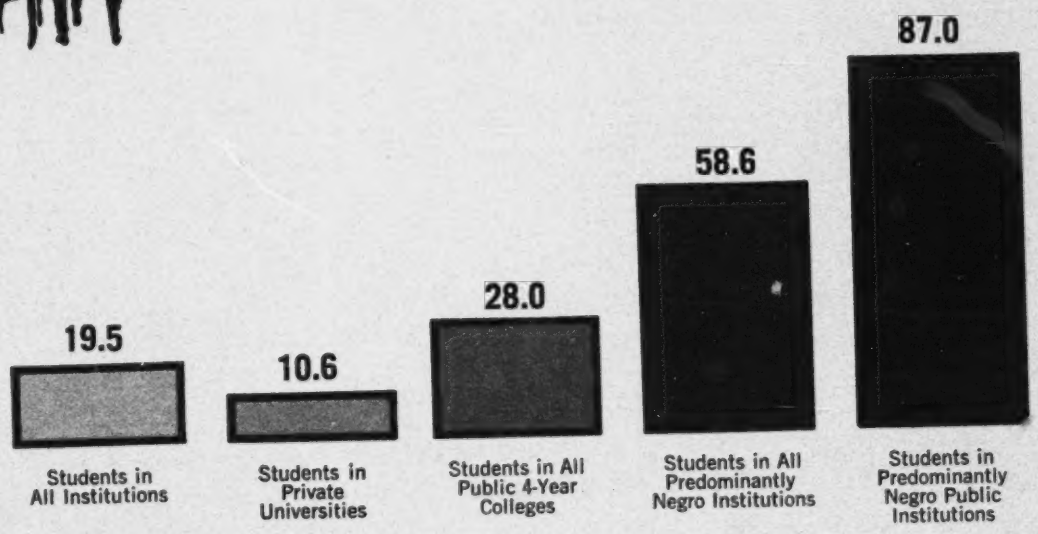
CHART D

PUBLIC NEGRO COLLEGE STUDENTS ARE HARDEST HIT BY RISING CHARGES

(A) AVERAGE INCOME OF FAMILIES



(B) PERCENT OF STUDENTS FROM FAMILIES WITH INCOMES BELOW $6,000



Sources: American Council on Education; Office of Institutional Research

institutions were concentrated in two colleges with large foundation grants.

Despite their many contributions to society, these institutions appear to be "forgotten colleges" when it comes to private support. *Because they are not included in the United Negro College Fund, public institutions are cut off from this major source of corporate and foundation support to Negro colleges.* Furthermore, limited corporate job opportunities for Negroes until recently meant that few alumni are in a position to attract corporate funds to public Negro colleges through employee matching gift programs.

Admittedly, the lack of private support has been partly due to inactivity in seeking funds. The institutions are trying now to make up for lost time. Several colleges have begun vigorous campaigns for support from their local communities, alumni, corporations, and foundations.

Results are beginning to show, especially for the institutions which have been participating in the Alfred P. Sloan Foundation's Cooperative College Development Program. North Carolina A & T State University, for example, increased alumni giving from about $7,000 in 1963 to approximately $50,000 in 1967. The colleges hope these efforts will encourage additional donors to invest in opportunity.

In short, although private support is increasing, there is still much room for growth. And the needs of Negro public institutions are so great that only a massive upsurge in private support, along with increased revenue from all other sources of income, will enable them to continue serving as opportunity colleges.

WHERE PRIVATE SUPPORT CAN HELP

Like other public institutions, traditionally Negro colleges feel strongly that they need extra funds from private sources to enable them to do things that cannot be done with state funds and other regular sources of income. There are many areas in which private gifts and grants can make a vital difference in the operation of these institutions. A few such opportunities for investment that would yield significant dividends are described below.

1. Faculty Improvement

Salaries. One of the greatest needs of these institutions is money to increase faculty salaries. They must have high-caliber staffs. Yet, to recruit faculty they must compete not only with other public and

FACULTY SALARIES LAG AT PUBLIC NEGRO COLLEGES

RANK	Predominantly Negro Public Institution	Public Teachers' College	Public University	Private Independent University
Professor	$10,966	$12,488	$15,028	$17,390
Associate Professor	9,135	10,180	11,243	11,886
Assistant Professor	7,634	8,631	9,267	9,485
Instructor	6,384	7,195	7,106	7,494

Figures for Average Salaries in 1966-1967.

Sources: OIR—Negro Colleges; American Association of University Professors—Comparison Groups

predominantly Negro four-year colleges, but also with the nation's major public and private universities which are eager to add Negroes to their staffs.

The public Negro institutions have been raising salaries, but so have other institutions and a large gap remains. A full professor at a Negro public college is paid a median of $1,500 less than a full professor at a public teacher's college. He is paid $4,000 less than his counterpart at a public university, and $6,400 less than at a private university.

Further Study. Another great need is support for advanced study by faculty members. About 26 percent have Ph.D.'s, compared to only 15 percent ten years ago. This figure is still much lower than national averages, however.

More Ph.D.'s are not the only answer. Periodic refresher courses could help all faculty members keep up with new developments in their fields. Summer institutes would be very useful. Summer internship programs in industry and at research installations could also significantly broaden the scope of faculty experience. Funds to enable faculty members to participate in professional activities and meetings would provide stimulating contacts with new projects and leading scholars in their fields.

Administrators, too, must expand their horizons and learn firsthand what is being done elsewhere. Also needed are intensive recruitment and training programs for new and hard-to-fill positions such as director of development and long-range planning officer.

Endowed Chairs and Visiting Faculty. Not a single Negro public institution reports an endowed chair or distinguished service professorship. These, of course, are not indispensable, but they are an important way of attracting and retaining outstanding

Without exception, the South's traditionally Negro colleges and universities are in dire financial need. By almost any means of financial measurement, they historically have fallen below not only national but regional averages. Their most critical needs are for (1) basic operating income which is stable, recurring, and sufficient to permit dramatically increased faculty salaries, and (2) supplementary funds which will support the upgrading of curriculum instruction, a full battery of remedial and compensatory programs, and the expansion of administrative services.

The Negro and Higher Education in the South
SREB

new faculty members and of raising the sights of students and faculty already on campus. Permanent and visiting positions for top scholars are high on priority lists.

2. Student Assistance

Financial Aid. The biggest need in the student area is for aid funds. Almost every student at these institutions requires substantial financial aid to continue his education, yet there is enough money available to help pay only a small share of his costs. Moreover, many applicants for aid cannot be helped because of a lack of funds for scholarships and loans.

A recent report of the North Carolina Board of Higher Education said that "a conservative estimate" of students in the state's public Negro colleges needing financial assistance "would approach 75 percent of the student population." Furthermore, nearly two-thirds of all Negro college students are in debt for their education at the time of their graduation. Only one-third of white graduates have a similar financial burden.

Twenty-two Negro public institutions reported a total of $13,091,485 (two-thirds of it from federal sources) available in 1966-67 for *all* student aid—scholarships, loans, *and* jobs. This is about $150 per student. In contrast, a major Big Ten university has more money available just for scholarships and loans, and awards more of them, than the 22 Negro institutions combined. The 22 institutions enroll more than 25,000 students with family incomes under $4,000. The Big Ten institution enrolls fewer than 1,000.

A particularly desperate shortage of matching funds restricts Negro institutions in taking full advantage of dollar-stretching federal aid programs. One private dollar will obtain nine federal dollars for student loans and work-study programs.

Remedial Work and Guidance. A second need is in the area of remedial, guidance, and motivational programs. These institutions are well equipped to build on their experiences in these areas and help even more students enter and succeed in college. Many students enter public Negro colleges with inadequate preparation, largely because of weaknesses in their high schools. Countless others never realize that they too have a chance for higher education.

> Substandard economic conditions for most Negroes practically require that most students at predominantly Negro colleges be assisted financially. . . . The result of such assistance will be better educated students who will ultimately make far greater contributions to the state's economy. . . . It greatly reduces the likelihood that these young people will be confronted by an adult life which renders them incapable of competing in the market place.
>
> "State-Supported Traditionally Negro Colleges in North Carolina," North Carolina Board of Higher Education

Cultural Enrichment. Many institutions are anxious to get help in exposing their students—often for the first time—to the new ideas and experiences represented by visiting lecturers and performing groups. However, they do not have money in their budgets or in specially endowed funds to support many such appearances.

3. **Facilities and Equipment**

"The problem, generally, is not the lack, but the poor condition of facilities," explained a Southern Regional Education Board report. "Many of the buildings are old, and some were not designed for efficient classroom use. Laboratories are often inadequately equipped. . . . Maintenance costs are a major problem."

The institutions need new teaching and research equipment. It is impossible to train students for a computer age without adequate computing equipment. Future scientists and technicians require adequate laboratory and electronic equipment.

Weak libraries, too, must be strengthened. Besides adding to their own holdings, Negro colleges could benefit greatly from cooperative library arrangements with other universities and funds to start such projects would yield rich dividends.

4. **Seed Money for Research**

Negro institutions report relatively few faculty and students engaged in research. In many cases, this is because of a lack of supporting funds. Nearly all research on these campuses is supported by federal funds. The total amount of money involved, however, is very small. Only a few institutions can devote some of their own funds to research support. Almost no support for research has been reported from industry, alumni and gifts, or state contracts.

5. **Professional Schools and Programs**

There are many opportunities to help upgrade offerings. Modern equipment as well as expert advice is needed for many growing new programs. One university reports a large demand for its engineering graduates, even though its engineering program is not yet fully accredited.

6. **Planning**

Many colleges cannot free the funds to support needed evaluation and planning studies. They often cannot even afford to prepare proposals for federal or private grants. Private funds could go far here to enable institutions to multiply their available resources.

AN INVESTMENT YIELDING UNPARALLELED DIVIDENDS

In sum, the predominantly Negro public colleges offer alumni, business corporations, foundations, and others a unique opportunity. With private assistance, these colleges can dramatically strengthen their programs and better meet growing demands.

In the words of Dr. Earl J. McGrath, author of one of the most comprehensive recent studies of predominantly Negro higher education,

> *The cold fact is, however, that a mere dozen or so of the predominantly Negro institutions will not be able to provide higher education for all the Negro youth who will have the ability to profit from it. To the degree that those institutions which do not stand in the upper ten or fifteen percent are financially neglected, thousands of Negro youth will be commensurately deprived of the full advantages of a higher education. Hence these colleges, too, must receive financial aid in substantial amounts.*
>
> *Foundations and other benefactors can gain public acclaim by assisting the reasonably good but not superior institutions, and they can at the same time make a lasting contribution to the lot of thousands of American citizens and to the welfare of the nation.*

Education is of major importance if our national prosperity is to continue. Above all, education is the primary means by which low-income youth can be fully brought into our society. Helping the Negro public colleges extend educational opportunities in an era of expanding job opportunities is an investment that will yield unparalleled dividends at a crucial time in our history.

PREDOMINANTLY NEGRO PUBLIC INSTITUTIONS

ALABAMA
Alabama A & M College*
Normal, Alabama 35762

Alabama State College
Montgomery, Alabama 36101

ARKANSAS
A, M & N College*
Pine Bluff, Arkansas 71601

DELAWARE
Delaware State College*
Dover, Delaware 19901

DISTRICT OF COLUMBIA
D.C. Teachers College
Washington, D.C. 20009

FLORIDA
Florida A & M University*
Tallahassee, Florida 32307

GEORGIA
Albany State College
Albany, Georgia 31705

Fort Valley State College*
Fort Valley, Georgia 31030

Savannah State College
Savannah, Georgia 31404

KENTUCKY
Kentucky State College*
Frankfort, Kentucky 40601

LOUISIANA
Grambling College
Grambling, Louisiana 71245

Southern University*
Baton Rouge, Louisiana 70813

MARYLAND
Bowie State College
Bowie, Maryland 20715

Coppin State College
Baltimore, Maryland 21216

Maryland State College*
Princess Anne, Maryland 21853

Morgan State College
Baltimore, Maryland 21212

MISSISSIPPI
Alcorn A & M College*
Lorman, Mississippi 39096

Jackson State College
Jackson, Mississippi 39217

Mississippi Valley State College
Itta Bena, Mississippi 38941

MISSOURI
Lincoln University*
Jefferson City, Missouri 65102

NORTH CAROLINA
A & T State University*
Greensboro, North Carolina 27411

Elizabeth City State College
Elizabeth City, North Carolina 27909

Fayetteville State College
Fayetteville, North Carolina 28301

North Carolina College
Durham, North Carolina 27707

Winston-Salem State College
Winston-Salem, North Carolina 27101

OHIO
Central State University
Wilberforce, Ohio 45384

OKLAHOMA
Langston University*
Langston, Oklahoma 73050

PENNSYLVANIA
Cheyney State College
Cheyney, Pennsylvania 19319

SOUTH CAROLINA
South Carolina State College*
Orangeburg, South Carolina 29115

TENNESSEE
Tennessee A & I State University*
Nashville, Tennessee 37203

TEXAS
Prairie View A & M College*
Prairie View, Texas 78661

Texas Southern University
Houston, Texas 77004

VIRGINIA
Virginia State College*
Petersburg, Virginia 23806

WEST VIRGINIA
Bluefield State College
Bluefield, West Virginia 24703

West Virginia State College
Institute, West Virginia 25112

**Denotes Land-Grant Institution*

OFFICE FOR THE ADVANCEMENT
OF PUBLIC NEGRO COLLEGES
NATIONAL ASSOCIATION OF STATE
UNIVERSITIES AND LAND-GRANT COLLEGES
P.O. Box 6042 • Atlanta, Georgia 30308